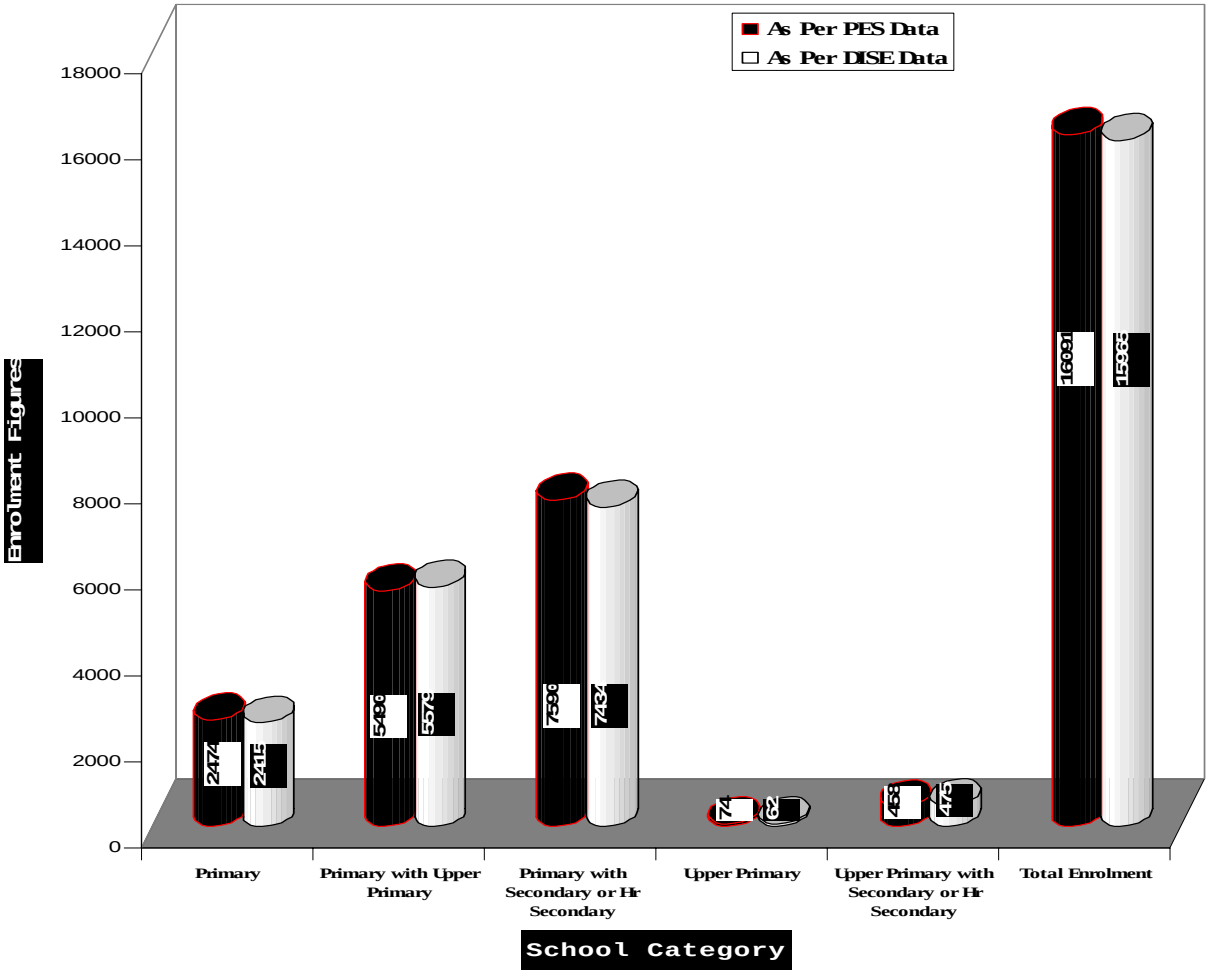
Government of Jammu & Kashmir

Report
On
Post Enumeration Survey
Of
DISE DATA

Comparison of PES data with DISE data on Enrolment of Children in Sample schools from 1st Class to 8th Class(Academic Year - 2006)



Directorate of Economics & Statistics, J & K Govt

Planning and Development Department

Contents

Highlights

1) *The overall deviation of DISE data from PES data taken all comparable items and sub-items into consideration in 4.33% thereby giving a precision level of 95.66% for DISE data with relation to PES data.*

2) *The scrutiny of DISE formats reveal that some items have been left blank by a good number of schools which among other things have rendered comparison of such items with PES data impossible.*

3) *The highest deviation of data is seen mostly in those items which involve some degree of interpretation by the respondents like dis-ability of Children, Status of school building, condition of boundary wall etc.*

4) *The DISE format is an exhaustive one and deletions and modifications are very much desirable. Some of the information like year of establishment of school, sanctioned posts, in-position teachers can be had from the ZEO's or CEO's office with more reliability and preciseness.*

5) *Whatever problems have been observed in the DISE data collection are mostly on the implementation front and as such every possible step must be taken towards improving the implementation system of the DISE data collection process. Effective supervision from ZEO's Office would ensure that formats are filled in correctly and the entries are neither left blank nor ambiguous.*

Abbreviations Used

SSA	–	***Sarva Shikhsha Abhiyan***
DISE	–	***District Information System for Education***
PES	–	***Post Enumeration Survey***
DCF	–	***Data Collection Format***
DES	–	***Directorate of Economics & Statistics***
DSEO	–	***District Statistics & Evaluation Officer***
NIEPA	–	***National Institute of Educational Planning & Administration***
GOI	–	***Government of India***
CBSE	–	***Central Board of School Education***
JNV	–	***Jawahar Navodhya Vidalia***
KV's	–	***Kendriya Vidalia's***
SC	–	***Scheduled Castes***
ST	–	***Scheduled Tribes***
OBC's	–	***Other Backward Classes***
VEC	–	***Village Education Committees***
UT's	–	***Union Territories***

Chapter - I

I) INTRODUCTION:

Education is the input in National and Individual development which affects the efficiency of other inputs also and has no substitute at all. Education has a multiplier effect on other social sectors like health, employment , labour force etc. It provides ways for improvement in the quality of life of the people and explores opportunities for progress and all round development. Keeping in view the enormous value and use of education, the access to education is now regarded as a human right in the context of present social and cultural environment. Therefore, the human resources development needs sufficient investment on education as it enables people to participate fully and efficiently in the development process. In this way education can render a good amount of help in the poverty alleviation of the individual and society as well.

The main indicators of progress in education is the literacy rate achieved. In 2001, the literacy rate in the state of Jammu & Kashmir was 55.5 which is much lower when compared with the literacy rate achieved at National level i.e. 64.8. When the literacy rate of Jammu and Kashmir state is compared with other states/UTS the position of the J& K State appears much weak and occupies the place at the bottom. Another important indicator for determining the progress in education is the gender ratio. The number of females per 100 males during the year 2001-02 at primary stage was 83.00, at middle stage the number of females per hundred males was 76.36 and at secondary stage it was 69.54. For the year 2004-05 the number of females per 100 males in Engineering & Technology was 34.26 and in medicine it was 81.26 indicating imbalance in women education. Another important factor is drop-out rate which is higher in the state particularly in rural areas. The drop-out rate in 1996-97 was 34.08 (classes I to IV) and 35.18 (classes I to VII) . The drop-out rate for the same year for females was 33.63 and 43.38 respectively for classes(I to IV) and (I to VIII).

The Directive Principle of the State Education Policy is to enforce the universalization of elementary education. It is thus the constitutional binding on the part of the state government to provide free and compulsory education up-to the age of 14 years. Though the major responsibility for providing basic education lies with the state government, the Non-Government Educational Institutions also take active part in this behalf.

II) GROWTH OF EDUCATION:

Universalization of the elementary education leads to massive demand for secondary education. In the field of secondary education, the non-governmental institutions are also playing an important role in the spread of education. The collaborative efforts of Govt and Non-Governmental Educational Institutions result into phenomenal increase in the enrolment. The enrolment in the primary schools during the year 2001-02 has increased by three and half times when compared with 1980-81. The enrolment in middle schools has becomes double and the percentage increase in enrolment in high/higher secondary institutions is 61. the number of primary schools has increased from 7406 to 10934 from 1980-81 to 2001-02, the number of middle schools from 2046 to 5040 and the number of high/higher secondary schools from 813 to 1529 during the same period of time. The teacher pupil ratio increased from 25 students in 1980-81 to 34 students in 2001-02 in respect of primary schools. However, this ratio for middle schools and high/higher secondary schools decreased from 19 and 18 in 1980-81 to 17 and 16 students in 2001-02 respectively. As a part of universalization of education, the state has a unique characteristic of fixing the norm to open a primary school within a vicinity of one kilometer. Bringing all the school going age children under formal and non-formal education system is the 2nd important aspect of Universal Elementary Education. In addition of providing school facility within the walking distance the government is taking other effective and balanced measures to motivate both parents and children. Free supply of text-books and uniforms, mid-day meals scheme and constitution of school/village level committees for ensuring increase in enrolments and decrease in drop-outs are some of the measures taken by the governments in this behalf.

III) SARVA SHIKSHA ABHIYAN(SSA):

Sarva Shiksha Abhiyan(SSA) had been launched in the country in the year 2000-01. The objective of SSA is the Universalization of Elementary Education and extension of educational facilities under elementary education. The scheme has been taken-up in the state in its totality. Under SSA, a school-less habitation with at least 15 children in the age group of 6-14 years is provided a SSA school. A teacher for this SSA school is to be appointed by the VLC on an honorarium of Rs.1500 per month to run the school. The SSA in J & K State like other states of the country is functioning under Ujala Society. The Central Government is in agreement with the states to provide 75% assistance during the 10th five year plan and thereafter it would continue on 50:50 sharing pattern between the Centre and the State Governments.

The State Project Directorate of Sarva Shiksha Abhiyan(SSA) among other assignments is charged with the responsibility of collection and compilation of DISE data. DISE is one the information systems under Educational Management Information System which is considered as a major component of the SSA. It serves as a powerful tool in the shape of database in the hands of the Planners for determining future Planning from the point of view of the system of the elementary education. This data is generated on the basis of the format which has originally been devised by the National Institute of Educational Planning and administration , Govt of India. It covers all types of schools vis-à-vis Govt, Private aided/un-aided, CBSE, Army Schools, JNV's, KV's etc who are engaged in imparting education upto the elementary level. The DISE data is collected in the whole of the state on regular basis annually with 30th September as reference date. The formats for collection of requisite data are circulated among all the concerned schools and the information is obtained which is then compiled at the state level. Now in order to gauge the preciseness and reliability of this data the NIEPA has desired that a sample check of the DISE data on 5% basis be got conducted in the two districts of the state. For the purpose a special data capture format for post enumeration survey for sample checking has been devised and as per Central Government Instructions the sample checking has to be got done/conducted by a recognized Monitoring Institution/Department identified for the State. The state Project Directorate of SSA accordingly decided to select the districts of Budgam and Kathua for the sample check and also requested the Directorate of Economics & Statistics to accomplish the job which was accepted by the Directorate and the sample checking was taken-up as per the following plan:-

IV) COLLECTION OF PRIMARY DATA:

The list of schools imparting education upto the elementary classes in respect of both the districts of Budgam and Kathua was obtained form the Project Directorate of SSA. The devised formats for sample checking along with instructions Manual for special data collection format indicating necessary clearance of concepts/definitions was also provided by the Project Directorate.

V) SAMPLE SIZE AND SELECTION PROCEDURE:

There were 1089 number of schools in district Budgam and 1486 in district Kathua engaged in imparting education upto the elementary classes. Depending upon the number of schools and the desired percentage of sample checking 55 number of schools in district Budgam and 75 number of schools in district Kathua were selected randomly

ensuring the representation of both rural and urban and inclusion of all types of schools across school management viz. Govt, Private aided, unaided etc. Due consideration was also accorded to the schools predominately located in SC/ST and minority area.

VI) FIELD OPERATIONS AND SUPERVISION:

The field operations of the post enumeration survey of DISE were conducted by the well trained staff of the offices of District Statistics & Evaluation Officer Budgam/Kathua in respect of their districts. The field staff was also provided necessary inputs/feedback before the launch of the survey. The supervision of the survey was carried-out by the District Statistics & Evaluation Officers of the respective districts and from the Headquarter Senior Level Officers supervised the field Operations in both the districts.

VII) REFERENCE PERIOD:

The DISE data pertains to the year 2005-06 with 30th September as reference data. The post enumeration survey also [pertains to the same period but was conducted in the month of November, 2006 in district Budgam and in December, 2006 in district Kathua. The field operations which were scheduled to be carried–out in the month of October 2006 were got delayed by a month or so owing to the change/revision of the special DCF for post enumeration survey by the SSA authorities.

VIII) SCRUTINY OF SPEICAL DCF FOR POST ENUMERATION SURVEY:

The quality of data in more essential than the data itself. It is in the backdrop of this universally accepted fact that many useful data quality control practices have been explored and applied in the collection and maintenance of data. As new policies and new programmes are to be launched and every action of the Govt happens to be data based, it has become highly essential to corroborate the data received from the field through multifarious ways such as ground tests, post enumeration surveys and Matching system. The instant survey is the post enumeration survey of DISE data in order to ascertain the correctness or otherwise of the DISE data which is used by the planners for determining future planning for the system of growth and progress in elementary education.

While scrutinizing the special DCF for post enumeration survey, it has come to the fore that the data collection has been done professionally well and all entries seem to have been made perfectly. The respondent

error is almost non-existent which is the clear indication of the fact that the Field Investigators and Supervisors were having good understanding of the survey objectives and procedures employed. The quality of data collected on special DCF might be among other things owing to the fact that the survey was of limited nature and carried-out by the highly qualified and trained staff of the State Directorate of Economics & Statistics under able guidance of its senior Officers.

IX) SCRUTINY OF DISE FORMATS:

As the results of the sample checking on the basis of the special DCF are to be compared with the already filled-in DISE formats in case of the schools picked-up for the sample check, the scrutiny of these formats was also taken-up before tabulating them. The minute scrutiny of these DISE Formats reveal that some of the schools have filled-in the formats casually with little or no idea of its utility. Some of the entries have not been made which among other things have rendered the comparison of such items with the post enumeration survey impossible. For instance a negligible number of schools have given information regarding the type of school building and the number of blocks. This state of situation rendered the information on these items and sub-items un-comparable with the post enumeration data on the same items and sub-items. Among other things this warrants that school Heads should be given necessary training in this regard and they should be made fully aware of the purposes of such data collection. Secondly, the scrutiny of data must be arranged at the Zonal level to ensure that completely filled-in formats are transmitted to the district. Thirdly, the instrument of enquiry(Format) should be kept as short as possible to ensure easeness at school level and proper securitization at the Zonal level. The items on which the authorities have much reliable information available with them from other sources should always be avoided.

X) TABULATION OF DATA:

After scrutiny of both the sets of formats; already filled-up DISE formats and Special DCF, tabulation of data was done at the Headquarter of the Directorate of Economics & Statistics separately for both the districts of Budgam and Kathua. Basically the formats were tabulated identically to ensure proper comparison and the school category classification was kept intact.

X) REPORT WRITING AND ANALYTICAL TOOLS :

The report based on the comparison of tabulated information of Special DCF of post enumeration survey with the already filled-in DISE

Formats of sample schools has been authored in the Directorate of Economics and Statistics, Srinagar. The report also covers field observations regarding training of Headmasters in terms of school report cards, School display boards etc. Suggestions and recommendations for improving the quality of DISE data have also been offered with the technical backing for consideration at the apex level. Simple deviations of data have been used as analytical tools and for all the comparable items of the survey the overall deviation of data has been calculated as per following formula:-

$$\frac{(d_1+d_2+d_3.....+d_x)}{a+b+c+.....+x} \times 100$$

where d stands for deviation of items of DISE data from Post Enumeration Survey data ignoring ± signs and a, b, c denote items of Post Enumeration Survey data.

XI) FORMAT STRUCTURE AND SIMILARITY OF ITEMS :

The format which is in vogue for collection of DISE data had been devised by the national Institute of Educational Planning and Administration, Govt of India. It is an exhaustive one covering almost 51 different items besides 9 schedules/tables. The items of the format are self explanatory though some of the information may not readily be available with the schools and may have to scan through the old records. The format for post enumeration survey for drawing a comparison with the already filled-in DISE formats should reasonable have been the same to ensure cent percent achievement of the intended objective. But the format devised for post enumeration survey titled " Special DCF for post enumeration survey" is to a great extent different one and has additions and derelictions and consequently the information collected from the field on such items could be put to no comparison with the DISE information. However, most of the items have similarity and only such items could be put to comparison and the reliability and validity of the DISE data could be ascertained. The additional information collected on the special DCF format would also be displayed in the report though it may possess little utility in the wake of the postulated objectives of the study/report. The comparison of the two data sets on item-wise basis is reflected in the ensuing pages of the report. As already mentioned in the report that some of the DISE formats have shown no entries on some of the main items of the format and naturally those items would also cease to be compared with the survey conducted by the Directorate of

Economics & Statistics, J & K Govt and as such have been kept outside the ambit of the survey report.

NON- COMPARABLE ITEMS:

The basic and the only postulated objective of the Post Enumeration Survey(PES) is to ascertain the correctness or otherwise of the DISE data as it serves as a powerful tool in the shape of database in the hands of Planners and Strategists for determining future planning strategies for the system of elementary education and its improvement all-round. A factual and reliable database would consequently be followed by appropriate policies and strategies which would balance the system and any mis-estimation would definitely lead to imbalance as a consequence of in-appropriate policies and strategies that would follow. Collection of information on varied items and parameters in the Post Enumeration Survey(PES) which have no corresponding similarity in the DISE Format, have obviously no bearing on the objectives of the survey. The items and parameters on which information had been collected in the PES and are non-existent in the DISE Format and as such non-comparable are detailed below:-

1) Educational Qualification of the Principal.
2) Number of years working as Principal in the Present School.
3) Number of years experience as Principal.
4) Student enrolment of last academic year.
5) Enrolment and attendance details of if children on the day of the survey.
6) Gradewise examination details for the last academic year.

In the same manner a good number of items on which information collection is a regular feature under DISE have not found place in the PES Format. This way also some items of DISE have escaped from comparison with the PES information. This seems a deliberate attempt of the National Institute of Educational Planning and Administration(NIEPA) to bring a small number of items in comparison with the Post Enumeration Survey. The list of such items is provided below:-

1) Pre-primary section attached to school.
2) Total students pre-primary.
3) No of instructional day last academic year.
4) No of academic inspections last academic year.
5) No of visits by CRC coordinators last academic year.
6) No of visits by ZRC coordinators last academic year.
7) Details of school development grants(SSA).

8) School Maintenance grants(SSA)
9) TLM Grants(SSA).
10) Funds collected from students.
11) Funds from other sources.
12) Medium of instruction.
13) No of classrooms having blackboard for students.
14) Book Bank.
15) No of Blackboards.
16) No of Almirahas.
17) No of Trunks.
18) No of Books in school library.
19) Medical Check-up of Students.
20) Ramps for disabled students.
21) Furniture for teachers.
22) Kitchen Shed.
23) School data capture format for teachers.
24) New admissions & transfer cases.
25) Enrolment by age.
26) Enrolment by medium of instruction.
27) Incentive details last academic year.
28) Incentive details current academic year.

The scrutiny of the DISE Formats reveal that a number of sample schools have not provided information on a number of items which otherwise were comparable with the Post Enumeration Survey(PES) data. But due to limited information available on such items in respect of DISE, the same were also kept outside the comparison ambit, the detail of such items is given hereunder:-

1) Year of establishment of School.
2) Total number of teacher posts sanctioned.
3) Total number of teachers in position.
4) Teachers details male-female.
5) Non teaching staff details male-female.
6) No of Blocks in schools.
7) Condition of Class Rooms.

The practice of letting some items blank by the schools in the DISE formats is of serious concern as it has not only instantly forced us to keep some items out of the comparison ambit but it is in fact a question mark on the reliability and validity of the DISE data. Such un-healthy practices could easily be arrested by educating the respondents about the importance and utility of data and by putting in place a scrutiny system at the Zonal and District level.

The item-wise and sub item-wise comparison of PES data with DISE data alongwith calculation of deviations ignoring positive and negative signs and precision level thereby arrived at is given in the ensuing tables:-

Chapter - II

Table No- 1

COMPARISON OF PES DATA WITH DISE DATA ON CATEGORY OF SAMPLE SCHOOLS

S.No	School Category	Sample Size	Number reported under each category			
			PES	DISE	Deviation	Remarks
1	2	3	4	5	6	7
1	Primary	48	48	48	_	
2	Primary with Upper Primary	45	45	45	_	
3	Primary with Secondary or Higher Secondary	34	34	34	_	
4	Upper Primary only	01	01	01	_	
5	Upper Primary with Secondary or Higher Secondary	02	02	02	_	
	Total	130	130	130	_	

a) Quantitative Value of items as per DISE data = 130

b) Quantitative Value of items as per PES data = 130

c) Quantitative Value of deviations ignoring ± signs = _

d) %age deviation of DISE data from PES data = 0

e) Precision level of DISE data with relation to PES data = 100%

Table No- 2

COMPARISON OF PES DATA WITH DISE DATA ON LOCATION OF SAMPLE SCHOOLS

S.No	School Category	Sample Size	School Location					
			Rural			Urban		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	48	45	46	01	03	02	01
2	Primary with Upper Primary	45	40	42	02	05	03	02
3	Primary with Secondary or Higher Secondary	34	24	24	_	10	10	_
4	Upper Primary only	01	_	_	_	01	01	_
5	Upper Primary with Secondary or Higher Secondary	02	01	01	_	01	01	_
	Total	130	110	113	03	20	17	03

a) Quantitative Value of items as per DISE data = 130

b) Quantitative Value of items as per PES data = 130

c) Quantitative Value of deviations ignoring ± signs = 06

d) %age deviation of DISE data from PES data = 5%

e)Precision level of DISE data with relation to PES data = 95%

Table No- 3

COMPARISON OF DISE DATA WITH PES DATA ON TYPE OF SCHOOLS

S.No	School Category	Sample Size	Type of School								
			Boys			Girls			Co-education		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	48	01	_	01	04	04	_	43	44	01
2	Primary with Upper Primary	45	03	04	01	04	03	01	38	38	_
3	Primary with Secondary or Higher Secondary	34	01	02	01	02	04	02	31	28	03
4	Upper Primary only	01	_	_	_	01	01	_	_	_	_
5	Upper Primary with Secondary or Higher Secondary	02	_	_	_	_	_	_	02	02	_
	Total	130	05	06	03	11	12	03	114	112	04

a) Quantitative Value of items as per DISE data = 130

b) Quantitative Value of items as per PES data = 130

c) Quantitative Value of deviations ignoring ± signs = 10

d) %age deviation of DISE data from PES data = 8%

e) Precision level of DISE data with relation to PES data = 92%

Table No-4

COMPARISON OF PES DATA WITH DISE DATA ON LOWEST CLASSES IN SCHOOLS

S.No	School Category	Sample Size	Lowest Classes								
			Lowest Class 1st			Lowest Class 2nd			Lowest Class 6th		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	48	47	45	02	01	03	02	_	_	_
2	Primary with Upper Primary	45	44	43	01	_	01	01	01	01	_
3	Primary with Secondary or Higher Secondary	34	33	33	_	01	01	_	_	_	_
4	Upper Primary only	01	_	_	_	_	_	_	01	01	_
5	Upper Primary with Secondary or Higher Secondary	02	01	01	_	_	_	_	01	01	_
	Total	130	125	122	03	02	05	03	03	03	_

a) Quantitative Value of items as per DISE data = 130

b) Quantitative Value of items as per PES data = 130

c) Quantitative Value of deviations ignoring ± signs = 06

d) %age deviation of DISE data from PES data = 5%

e) Precision level of DISE data with relation to PES data = 95%

Table No-5

COMPARISON OF PES DATA WITH DISE DATA ON THE HIGHEST CLASSES IN SCHOOLS

S.No	School Category	Sample Size	Highest Class in Schools											
			2nd, 3rd & 4th Class			5th & 6th Class			7th & 8th Class			9th & 10th Class		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Primary	48	01	05	04	47	43	04	_	_	_	_	_	_
2	Primary with Upper Primary	45	_	03	03	03	04	01	42	38	04	_	_	_
3	Primary with Secondary or Higher Secondary	34	_	_	_	_	_	_	_	02	02	25	25	_
4	Upper Primary only	01	_	_	_	_	_	_	_	_	_	01	01	_
5	Upper Primary with Secondary or Higher Secondary	02	_	_	_	_	_	_	_	_	_	01	01	_
	Total	130	01	08	07	50	47	05	42	40	06	27	27	_

Continued on next page ……

Table No-5(A)

COMPARISON OF PES DATA WITH DISE DATA ON THE HIGHEST CLASSES IN SCHOOLS

S.No	School Category	Sample Size	Highest Class in Schools								
			11th Class			12th Class			Other Classes		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	48	_	_	_	_	_	_	_	_	_
2	Primary with Upper Primary	45	_	_	_	_	_	_	_	_	_
3	Primary with Secondary or Higher Secondary	34	04	03	01	05	04	01	_	_	_
4	Upper Primary only	01	_	_	_	_	_	_	_	_	_
5	Upper Primary with Secondary or Higher Secondary	02	_	01	01	01	_	01	_	_	_
	Total	130	04	04	02	06	04	02	_	_	_

a) Quantitative Value of items as per DISE data = 130

b) Quantitative Value of items as per PES data = 130

c) Quantitative Value of deviations ignoring ± signs = 22

d) %age deviation of DISE data from PES data = 17%

e) Precision level of DISE data with relation to PES data = 83%

Table No - 6

COMPARISON OF PES DATA WITH DISE DATA ON SCHOOL MANAGEMENT OF SAMPLE SCHOOLS

S.No	School Category	Sample Size	School Management											
			Education Deptt.			Tribal Welfare Deptt.			Local Body			Private Aided		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Primary	48	44	45	01	_	_	_	_	_	_	_	01	01
2	Primary with Upper Primary	45	38	38	_	_	_	_	_	_	_	02	02	_
3	Primary with Secondary or Higher Secondary	34	21	19	02	01	_	01	_	_	_	02	_	02
4	Upper Primary only	01	01	01	_	_	_	_	_	_	_	_	_	_
5	Upper Primary with Secondary or Higher Secondary	02	01	01	_	_	_	_	_	_	_	01	01	_
	Total	130	105	104	03	01	_	01	_	_	_	05	04	03

Table 6 Continued on next page ……

Table No -

6(A)

COMPARISON OF PES DATA WITH DISE DATA ON SCHOOL MANAGEMENT OF SAMPLE SCHOOLS

S.No	School Category	Sample Size	School Management								
			Private Un-aided			Others			Un-recognized		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	48	04	02	02	_	_	_	_	_	_
2	Primary with Upper Primary	45	04	05	01	_	_	_	01	_	01
3	Primary with Secondary or Higher Secondary	34	10	13	03	_	_	_	_	02	02
4	Upper Primary only	01	_	_	_	_	_	_	_	_	_
5	Upper Primary with Secondary or Higher Secondary	02	_	_	_	_	_	_	_	_	_
	Total	130	18	20	06	_	_	_	01	02	03

a) Quantitative Value of items as per DISE data = 130

b) Quantitative Value of items as per PES data = 130

c) Quantitative Value of deviations ignoring ± signs = 16

d) %age deviation of DISE data from PES data = 12%

e) Precision level of DISE data with relation to PES data = 88%

Table No- 7

COMPARISON OF PES DATA WITH DISE DATA ON RESIDENCE OF SCHOOLS

S.No	School Category	Sample Size	Residential Status					
			Residential			Non- Residential		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	48	03	03	_	45	45	_
2	Primary with Upper Primary	45	03	07	04	42	38	04
3	Primary with Secondary or Higher Secondary	34	_	07	07	34	27	07
4	Upper Primary only	01	_	_	_	01	01	_
5	Upper Primary with Secondary or Higher Secondary	02	_	_	_	02	02	_
	Total	130	06	17	11	124	113	11

a) Quantitative Value of items as per DISE data = 130

b) Quantitative Value of items as per PES data = 130

c) Quantitative Value of deviations ignoring ± signs = 22

d) %age deviation of DISE data from PES data = 17%

e) Precision level of DISE data with relation to PES data= 83%

Table No- 8

COMPARISON OF PES DATA WITH DISE DATA ON BEING PART OF SHIFT SCHOOL

S.No	School Category	Sample Size	Building used as part of Shift School					
			Part of Shift School			Not Part of Shift School		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	48	03	_	03	45	48	03
2	Primary with Upper Primary	45	02	_	02	43	45	02
3	Primary with Secondary or Higher Secondary	34	_	_	_	34	34	_
4	Upper Primary only	01	_	_	_	01	01	_
5	Upper Primary with Secondary or Higher Secondary	02	_	_	_	02	02	_
	Total	130	05	_	05	125	130	05

a) Quantitative Value of items as per DISE data = 130
b) Quantitative Value of items as per PES data = 130
c) Quantitative Value of deviations ignoring ± signs = 10
d) %age deviation of DISE data from PES data = 8%
e) Precision level of DISE data with relation to PES data = 92%

Table No- 9

COMPARISON OF PES DATA WITH DISE DATA ON SANCTIONED/IN-POSITION TEACHERS

S.No	School Category	Sample Size	Number of Teachers					
			Sanctioned Strength			In Position		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	48	146	111	35	120	139	19
2	Primary with Upper Primary	45	363	266	03	305	304	01
3	Primary with Secondary or Higher Secondary	34	519	295	224	496	332	164
4	Upper Primary only	01	09	12	03	08	10	02
5	Upper Primary with Secondary or Higher Secondary	02	38	05	33	34	04	30
	Total	130	1075	689	298	963	789	196

Eight schools have not provided the information under DISE system, as such, no comparison could be resorted to. This among other things speaks of weak supervision and scrutiny system of DISE data collection.

Table No -10

COMPARISON OF PES DATA WITH DISE DATA ON STATUS OF SCHOOL BUILDING

S.No	School Category	Sample Size	Status of School Building											
			Private			Rented			Govt			Govt in Rent Free Building		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Primary	48	04	04	_	14	16	02	27	26	01	03	02	01
2	Primary with Upper Primary	45	05	05	_	09	06	03	30	33	03	01	01	_
3	Primary with Secondary or Higher Secondary	34	12	08	04	01	06	05	18	19	01	03	01	02
4	Upper Primary only	01	_	_	_	_	_	_	_	01	01	01	_	01
5	Upper Primary with Secondary or Higher Secondary	02	01	01	_	_	_	_	01	01	_	_	_	_
	Total	130	22	18	04	24	28	10	76	80	06	08	04	04

a) Quantitative Value of items as per DISE data = 130
b) Quantitative Value of items as per PES data = 130
c) Quantitative Value of deviations ignoring ± signs = 24
d) %age deviation of DISE data from PES data = 18%
e) Precision level of DISE data with relation to PES data = 82%

Table No - 11

COMPARISON OF PES DATA WITH DISE DATA ON TYPE OF SCHOOL BUILDING

S.No	School Category	Sample Size	Type of School Building								
			Pucca			Partially Pucca			Kuccha		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	48	20	_	_	22	_	_	06	_	_
2	Primary with Upper Primary	45	26	_	_	16	_	_	03	_	_
3	Primary with Secondary or Higher Secondary	34	30	_	_	04	_	_	_	_	_
4	Upper Primary only	01	01	_	_	_	_	_	_	_	_
5	Upper Primary with Secondary or Higher Secondary	02	01	_	_	01	_	_	_	_	_
	Total	130	78	_	_	43	_	_	09	_	_

Note:- Under DISE more than 50% of the sample schools have not reported the position in respect of type of school buildings and have kept the item space blank. As such no comparison could be made with the data collected on the item in the PES.

Table No - 12

COMPARISON OF PES DATA WITH DISE DATA ON NUMBER OF BLOCKS IN SCHOOLS

S.No	School Category	Sample Size	Number of Blocks								
			One Block			Two Blocks			Three Blocks		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	48	39	_	_	09	_	_	_	_	_
2	Primary with Upper Primary	45	34	_	_	11	_	_	_	_	_
3	Primary with Secondary or Higher Secondary	34	20	_	_	11	_	_	03	_	_
4	Upper Primary only	01	01	_	_	_	_	_	_	_	_
5	Upper Primary with Secondary or Higher Secondary	02	_	_	_	02	_	_	_	_	_
	Total	130	94	_	_	33	_	_	03	_	_

Note:- More than 50% of the sample schools have kept this item blank under DISE information System and as such no comparison could be made with the information on the item under PES.

Table No -13

COMPARISON OF PES DATA WITH DISE DATA ON CONDITION OF CLASS ROOMS

S.No	School Category	Sample Size	Condition of Class Rooms(No of Rooms)											
			Good			Need Minor Repairs			Need Major Repairs			Unfit for Use		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Primary	48	105	74	31	43	40	03	06	33	27	05	_	05
2	Primary with Upper Primary	45	240	120	120	152	104	48	44	74	30	06	_	06
3	Primary with Secondary or Higher Secondary	34	433	350	83	24	90	66	53	46	07	19	_	19
4	Upper Primary only	01	_	_	_	_	08	08	_	_	_	07	_	07
5	Upper Primary with Secondary or Higher Secondary	02	33	33	_	05	03	02	_	07	07	_	_	_
	Total	130	811	577	234	224	245	127	103	160	71	37	_	37

As 18 Schools have not reported about the condition of class rooms in respect of DISE data as such no comparison could be made to ascertain deviations/precision level with relation to the PES data on the item..

Table No- 14

COMPARISON OF PES DATA WITH DISE DATA ON ELECTRICITY IN SCHOOLS.

S.No	School Category	Sample Size	Electricity available			Electricity not available		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	48	10	04	06	38	44	06
2	Primary with Upper Primary	45	05	06	01	40	39	01
3	Primary with Secondary or Higher Secondary	34	28	26	02	06	08	02
4	Upper Primary only	01	_	_	_	01	01	_
5	Upper Primary with Secondary or Higher Secondary	02	01	02	01	01	_	01
	Total	130	44	38	10	86	92	10

a) Quantitative Value of items as per DISE data = 130
b) Quantitative Value of items as per PES data = 130
c) Quantitative Value of deviations ignoring ± signs = 20
d) %age deviation of DISE data from PES data = 15%
e) Precision level of DISE data with relation to PES data = 85%

Table No- 15

COMPARISON OF PES DATA WITH DISE DATA ON COMMON TOILET AVAILABLE

S.No	School Category	Sample Size	Common Toilet Available			Common Toilet Not Available		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	48	08	11	03	40	37	03
2	Primary with Upper Primary	45	26	21	05	19	24	05
3	Primary with Secondary or Higher Secondary	34	25	26	01	09	08	01
4	Upper Primary only	01	01	01	_	_	_	_
5	Upper Primary with Secondary or Higher Secondary	02	02	_	02	_	02	02
	Total	130	62	59	11	68	71	11

a) Quantitative Value of items as per DISE data = 130
b) Quantitative Value of items as per PES data = 130
c) Quantitative Value of deviations ignoring ± signs = 22
d) %age deviation of DISE data from PES data = 17%
e) Precision level of DISE data with relation to PES data = 83%

Table No-16

COMPARISON OF PES DATA WITH DISE DATA ON SEPARATE TOILET AVAILABILTIY for Girls

S.No	School Category	Sample Size	Separate Toilet available for Girls			Separate Toilet not available for Girls		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	48	04	02	02	44	46	02
2	Primary with Upper Primary	45	09	13	04	36	32	04
3	Primary with Secondary or Higher Secondary	34	25	25	_	09	09	_
4	Upper Primary only	01	_	_	_	01	01	_
5	Upper Primary with Secondary or Higher Secondary	02	01	01	_	01	01	_
	Total	130	39	41	06	91	89	06

a) Quantitative Value of items as per DISE data = 130
b) Quantitative Value of items as per PES data = 130
c) Quantitative Value of deviations ignoring ± signs = 12
d) %age deviation of DISE data from PES data = 9%
e) Precision level of DISE data with relation to PES data = 91%

Table No - 17

COMPARISON OF PES DATA WITH DISE DATA ON BOUNDARY WALL OF SCHOOLS

S.No	School Category	Sample Size	Condition of Boundary Wall								
			Pucca			Pucca but Broken			Barbed Wire Fencing		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	48	08	08	_	02	02	_	03	04	01
2	Primary with Upper Primary	45	08	07	01	06	08	02	02	01	01
3	Primary with Secondary or Higher Secondary	34	24	21	03	02	04	02	01	01	_
4	Upper Primary only	01	_	_	_	_	_	_	_	_	_
5	Upper Primary with Secondary or Higher Secondary	02	01	01	_	_	_	_	_	_	_
	Total	130	41	37	04	10	14	04	06	06	02

Table 18 continued on next page ……

Table No - 17(A)

COMPARISON OF PES DATA WITH DISE DATA ON BOUNDARY WALL OF SCHOOLS

S.No	School Category	Sample Size	Condition of Boundary Wall								
			Heges			No Boundary Wall			Others		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	48	03	01	02	30	31	01	02	02	_
2	Primary with Upper Primary	45	01	19	18	28	10	18	_	_	_
3	Primary with Secondary or Higher Secondary	34	_	01	01	07	05	02	_	02	02
4	Upper Primary only	01	_	_	_	01	_	01	_	01	01
5	Upper Primary with Secondary or Higher Secondary	02	_	_	_	01	01	_	_	_	_
	Total	130	04	21	21	67	47	22	02	05	03

a) Quantitative Value of items as per DISE data = 130
b) Quantitative Value of items as per PES data = 130
c) Quantitative Value of deviations ignoring ± signs = 56
d) %age deviation of DISE data from PES data = 43%
e) Precision level of DISE data with relation to PES data = 57%

Table No -18

COMPARISON OF PES DATA WITH DISE DATA ON SOURCE OF DRINKING WATER FOR SCHOOLS

S.No	School Category	Sample Size	Source of Drinking Water											
			Hand Pump			Well			Tap Water			No Drinking Water		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Primary	48	04	04	_	01	_	01	19	24	05	24	20	04
2	Primary with Upper Primary	45	06	10	04	01	01	_	21	17	04	17	17	_
3	Primary with Secondary or Higher Secondary	34	03	04	01	_	_	_	25	28	03	06	02	04
4	Upper Primary only	01	_	_	_	_	_	_	01	_	01	_	01	01
5	Upper Primary with Secondary or Higher Secondary	02	_	01	01	_	_	_	02	01	01	_	_	_
	Total	130	13	19	06	02	01	01	68	70	14	47	40	09

a) Quantitative Value of items as per DISE data = 130
b) Quantitative Value of items as per PES data = 130
c) Quantitative Value of deviations ignoring ± signs = 30
d) %age deviation of DISE data from PES data = 23%
e) Precision level of DISE data with relation to PES data = 77%

Table No- 19

COMPARISON OF PES DATA WITH DISE DATA ON AVAILABILTIY OF PLAY GROUND IN SCHOOLS

S.No	School Category	Sample Size	Availability of Play Ground			Non-availability of Play Ground		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	48	13	12	01	35	36	01
2	Primary with Upper Primary	45	25	24	01	20	21	01
3	Primary with Secondary or Higher Secondary	34	24	29	05	10	05	05
4	Upper Primary only	01	01	01	_	_	_	_
5	Upper Primary with Secondary or Higher Secondary	02	02	01	01	_	01	01
	Total	130	65	67	08	65	63	08

a) Quantitative Value of items as per DISE data = 130

b) Quantitative Value of items as per PES data = 130

c) Quantitative Value of deviations ignoring ± signs = 16

d) %age deviation of DISE data from PES data = 12%

e) Precision level of DISE data with relation to PES data = 88%

Table No - 20

COMPARISON OF PES DATA WITH DISE DATA ON AVAILABILITY OF COMPUTERS IN SCHOOLS

S.No	School Category	Sample Size	Schools having Computer			Schools not having Computer			Total Computers available in working condition		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	48	02	03	01	46	45	01	03	08	05
2	Primary with Upper Primary	45	05	01	04	40	44	04	19	05	14
3	Primary with Secondary or Higher Secondary	34	17	16	01	17	18	01	75	46	29
4	Upper Primary only	01	01	01	_	_	_	_	06	06	_
5	Upper Primary with Secondary or Higher Secondary	02	01	01	_	01	01	_	02	02	_
	Total	130	26	22	06	104	108	06	105	67	48

a) Quantitative Value of items as per DISE data = 197

b) Quantitative Value of items as per PES data = 235

c) Quantitative Value of deviations ignoring ± signs = 60

d) %age deviation of DISE data from PES data = 26%

e) Precision level of DISE data with relation to PES data = 74%

Table No - 21

COMPARISON OF PES DATA WITH DISE DATA ON AVAILABILITY OF FURNITURE FOR STUDENTS

S.No	School Category	Sample Size	Furniture for all Students			Furniture for some students			No Furniture		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	48	03	04	01	02	04	02	43	40	03
2	Primary with Upper Primary	45	03	05	02	11	11	_	31	29	02
3	Primary with Secondary or Higher Secondary	34	12	15	03	20	13	07	02	06	04
4	Upper Primary only	01	_	_	_	_	_	_	01	01	_
5	Upper Primary with Secondary or Higher Secondary	02	01	_	01	_	01	01	01	01	_
	Total	130	19	24	07	33	29	10	78	77	09

a) Quantitative Value of items as per DISE data = 130

b) Quantitative Value of items as per PES data = 130

c) Quantitative Value of deviations ignoring ± signs = 26

d) %age deviation of DISE data from PES data = 20%

e) Precision level of DISE data with relation to PES data = 80%

Table No - 22

COMPARISON OF PES DATA WITH DISE DATA ON CHILDREN ENROLEMENT IN THE PRESENT ACEDEMIC YEAR 2006.

S.No	School Category	Sample Size	Total Enrolment			Sch Caste			Sch Tribe			OBC		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Primary	48	2474	2415	59	230	260	30	230	209	21	367	393	26
2	Primary with Upper Primary	45	5490	5579	89	1111	1175	64	197	157	40	625	642	17
3	Primary with Secondary or Higher Secondary	34	7595	7434	161	967	1035	68	278	354	76	540	556	16
4	Upper Primary only	01	74	62	12	_	_	_	_	_	_	_	_	_
5	Upper Primary with Secondary or Higher Secondary	02	458	475	17	_	_	_	_	_	_	118	101	17
	Total	130	16091	15965	338	2308	2470	162	705	720	137	1650	1692	76

a) Quantitative Value of items as per DISE data = 20847

b) Quantitative Value of items as per PES data = 20754

c) Quantitative Value of deviations ignoring ± signs = 713

d) %age deviation of DISE data from PES data = 3%

e) Precision level of DISE data with relation to PES data = 97%

Table No- 23

COMPARISON OF PES DATA WITH DISE DATA ON DISABLITIES AND RE-ADMISSIONS OF PRESENT ACADEMIC YEAR- 2006

S.No	School Category	Sample Size	Children with Dis-abilities			Repeaters/Re-admissions		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	48	48	46	02	44	38	06
2	Primary with Upper Primary	45	55	48	07	97	61	36
3	Primary with Secondary or Higher Secondary	34	68	76	08	17	12	05
4	Upper Primary only	01	05	06	01	_	_	_
5	Upper Primary with Secondary or Higher Secondary	02	06	_	06	14	_	14
	Total	130	182	176	24	172	111	61

a) Quantitative Value of items as per DISE data = 287

b) Quantitative Value of items as per PES data = 354

c) Quantitative Value of deviations ignoring ± signs = 85

d) %age deviation of DISE data from PES data = 24%

e) Precision level of DISE data with relation to PES data = 76%

Table No- 24

COMPARISON OF PES DATA WITH DISE DATA ON EXAMINATION RESULTS OF GRADE V & VIII OF THE ACEDMIC YEAR 2005.

S.No	School Category	Sample Size	Enrolment at the End of the year			Applied for the Examinations			Passed in the Examinations		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	7	8	9
1	Primary	48	378	342	36	330	318	12	288	310	22
2	Primary with Upper Primary	45	1729	1614	115	1692	1601	91	1623	1588	35
3	Primary with Secondary or Higher Secondary	34	1590	1591	01	1528	1531	03	1512	1511	01
4	Upper Primary only	01	26	27	01	26	27	01	26	27	01
5	Upper Primary with Secondary or Higher Secondary	02	180	169	11	176	160	16	161	158	03
	Total	130	3903	3743	164	3752	3637	123	3610	3594	62

a) Quantitative Value of items as per DISE data = 10974

b) Quantitative Value of items as per PES data = 11265

c) Quantitative Value of deviations ignoring ± signs = 349

d) %age deviation of DISE data from PES data = 3%

e) Precision level of DISE data with relation to PES data = 97%

Chapter - III

Percentage deviation and Precision Level of DISE Data from/with the PES data taken together all comparable items.

S.No	Description of Comparable items	Quantitative Value under			Percentage	
		DISE	PES	Deviation ignoring ± within Sub-items	Deviation	Precision
1	2	4	5	6	7	8
1	*Location of Schools*	130	130	06	05	95
2	*Type of Schools*	130	130	10	08	92
3	*Category of Schools*	130	130	_	_	100
4	*Lowest Class in Schools*	130	130	06	05	95
5	*Highest Class in Schools*	130	130	22	17	83
6	*Management of Schools*	130	130	16	12	88
7	*Residential status of Schools*	130	130	22	17	83
8	*Part of Shift Schools*	130	130	10	08	92
9	*Sanctioned / In-Position Teachers*	_	_	_	_	_
11	*Status of School Building*	130	130	24	18	82
12	*No of Blocks in schools*	_	_	_	_	_
13	*Condition of Class Rooms*	_	_	_	_	_
14	*Electricity in Schools*	130	130	20	15	85
15	*Common Toilet*	130	130	22	17	83
16	*Separate Toilet of Girls*	130	130	12	09	91
17	*Condition of Boundary Wall*	130	130	56	43	57
18	*Source of Drinking Water*	130	130	30	23	77
19	*Availability of Play Ground*	130	130	16	12	88
20	*Availability of Computers.*	197	235	60	26	74
21	*Availability of Furniture*	130	130	26	20	80
22	*Children Enrolment- 2006*	20847	20754	713	03	97
23	*Dis-abilities of Children*	287	354	85	24	76
24	*Examination Results- 2005*	10974	11265	349	03	97
	Total	**34385**	**34688**	**1505**	**4.33**	**95.66**

It can be seen from the tabulated calculations that the over-all deviations of DISE data from PES data taken all comparable items and sub-items into consideration is 4.33% and thereby giving a precision level of 95.66% for DISE data with relation to PES data. The highest deviation of data is seen mostly in those items which involve some degree of interpretation by the respondents like dis-ability of children, status of school buildings, condition of boundary wall etc. Some other items like number of blocks , teachers sanctioned, teachers in-position, condition of class rooms have been reported blank by a good number of schools under DISE survey and such items could not be put to comparison with the information collected under PES. This situation is a matter of concern and warrants for better supervision to ensure that the formats and schedules are correctly filled-in and the entries are neither left blank nor made ambiguous. Lastly but not leaslty this situation also calls for putting in place a thorough scrutiny system at the Zonal level and in case of ambiguities, wrong entries or blank spaces, the formats should be referred back to the concerned schools for rectification.

The items which involve high degree of deviation from the Post Enumeration Survey(PES) data and consequently low precision level are represented in the following table:-

S. No	Item	Quantitative Value Under			%age deviation	Precision Level
		DISE	PES	Deviation ignoring ± signs		
1	2	3	4	5	6	7
1	Condition of boundary wall	130	130	56	43	57
2	Highest Class in Schools	130	130	22	17	83
3	Residential Status of Schools	130	130	22	17	83
4	Common Toilet	130	130	22	17	83
5	Source of Drinking Water	130	130	30	23	77
6	Availability of Computers	197	235	60	26	74
7	Dis-abilities of Children	287	354	85	24	76

The only item under which the DISE and PES data are in total agreement with each other is the category of schools. Seven other items are showing deviation within general permissible limits of 10% or less. The tabulated demonstration of such items is reflected below:-

S. No	Item	Quantitative Value Under			%age deviation	Precision Level
		DISE	PES	Deviation ignoring ± sign		
1	2	3	4	5	6	7
1	Location of Schools	130	130	6	5	95
2	Type of Schools	130	130	10	8	92
3	Lowest Class in Schools	130	130	6	5	95

4	Part of Shift Schools	130	130	10	8	92
5	Separate Toilet for Girls	130	130	12	9	91
6	Children Enrolment - 2006	20847	20754	713	03	97
7	Exam Results - 2005	10974	11265	349	03	97

While covering the whole gamut of DISE data comparison with the PES data, it could be observed that some items escaped comparison due to non-availability of complete information under DISE, some more items were seemingly deliberately left out and not covered under PES survey and ultimately only 23 items were put to comparison and deviation/precision level obtained. This scenario is reflected hereunder:-

S.No	Description	No of items/schedules	
		Items	Schedules
1	2	3	4
1	DISE items non-comparable due to no similar item in PES Format.	22	6
2	PES items non-existent in DISE Format	6	2
3	Items rendered non-comparable due to incomplete information under DISE	9	–
4	Comparable Items	22	2
Total		**59**	**10**

It also needs special mention here that the DISE data usually had to go through various compilation processes at Zonal, district, state and National level and at each level the positive and negative values of items come into play and consequently reduces the deviation percentage and increases the precision level of data. But in the instant survey the only postulated objective is to ascertain the correctness of DISE data and appropriately this had been got done by ignoring all positive and negative signs of deviations within items and sub-items. Had this not been done there might have occurred 100% precision level in spite of visible deviations in the data. See the example

Teachers in Position

S.No	School	DISE	PES	Deviations	Deviations Ignoring ± Signs
1.	Primary	5	2	– 3	3
2.	Upper Primary	10	13	+ 3	3
3.	High School	20	18	– 2	2
4.	Secondary	18	20	+ 2	2

Total	53	53	0	10

In the above example though there is visible deviation in the data but if (+) and (-) Signs are considered, it will give 100% precision level and it is only when the ± signs are ignored the data will demonstrate the real picture of 81% precision level or 19% deviation.

INFORMATION ON FEEDBACK SCHEDULE:

In the Post Enumeration Survey(PES) an additional schedule titled " Investigators Feedback Schedule" was also canvassed in the field rather it formed as an assessment format of the Investigator about the field of operation. The information collected on the schedule among other things provides us some useful feedback about the practical problems & bottlenecks in the collection of DISE data.

In the DISE data collection process, the format/Questionnaire is to be filled in by the School authorities without any on-spot outside aid, care has to be taken in the design of the format so that the respondents feel comfort in understanding and interpreting the items included in it. This method is relatively cheaper and has widely and successfully been used in the developed societies where people are knowledgeable enough and more so aware of their responsibilities and the use and utility of such data collection. In the instant survey an attempt was made to know the attitude of Principal/Head Teacher towards the investigator in providing the information, the results are thrown-out in the following table:-

			Category of Response from Principal/Head Teacher				
S.No	Description	Sample	Very Good	Good	Average	Poor	Very poor
1	2		3	4	5	6	7 8
1.	Initial Reaction		130	57	57	13	02 01
2.	Response to Provide information	130	48		61	15	06 –
3.	Availability of Record	130	32		69	22	06 01

From the above depicted information it is clear that though majority of schools have given satisfactory response but a good number of schools have not responded in a desirable way and have not kept and maintained their records available in a copybook order. This situation is much sorrow giving as the respondents are not ordinary people but most educated and well versed and are expected to have full knowledge of the data collection process and its subsequent utility for effecting improvements in the whole educational scenario. This again warrants that detailed and thorough instructions and training must be arranged for the Principals/Head Teachers before they are required to fill-up the DISE formats. In fact they should be made thoroughly clear about the system, the objectives of the data collection process and its utility.

Information was also sought from the field investigators about the ability of Principals and Head Teachers on various parameters and the position which emerged as per the assessment of field investigators who conducted the Post Enumeration Survey(PES) is reflected in the following table:-

The above depicted information which emerged from the field of operation as per field investigators assessment is in no way a healthy trend more so when the field of operation is manned by the most educated lot of the society. Under strict instructions it is mandatory for the schools to have a photocopy of filled in DISE DCF available in their school but only 44 schools i.e. 34% schools were acting upon the instructions. The same number and %age of schools were having school report card available in their schools. These information items among other things speak of very weak and irresponsible supervision system with the result the information which is being obtained from these schools in the form of DISE data also do suffer from multiple bias. The ability of Principals and Head masters regarding providing of information pertaining to enrolment and details of pass percentage easily was seen in 84% schools and 16% were not able to do the job easily. In the same manner the ability of the Principals in giving enrolment and other details from single register was assessed in only 54(42%) schools and the ability of teachers in the schools to fill-up the attendance register properly was reported in case of almost all schools numbering 126 out of 130. The summary details of children for all grades available with the Principals and Head masters at the year end were seen in 82 out of 130 sample schools registering a 63% ability/efficiency under the parameter. Only 70 schools i.e. 54% were having a display board and the remaining 46% were not having it at all. Schools having provision of mid-day meals were 98 i.e.75% and as per the assessment/comments recorded on the feedback schedule, the mid-day meals served were of good and satisfactory quality. The private schools brought under the ambit of this survey have reported that there is no provision of mid-day meals in their schools.

The field Investigators reporting having faced problems during the Post Enumeration Survey in the schools is 20(15%) and the problems are mainly with regard to eliciting of information pertaining to previous years where schools have shown hesitation in providing the same.

Functioning of EMIS units:

The Planning and EMIS units are provided at each district Headquarter under SSA for co-ordinating the whole process of data collection from organizing Workshops/Trainings/Orientation Courses to computerization of the formats and the dissemination/transmission of data to higher authorities.

It needs special mention that before computerizing the DISE data, scrutiny of it is of utmost importance to see that the data entries required to be made by the schools are correct, consistent and un-ambiguous and no items are left blank. In case such instances are found such formats need to be referred back to the concerned schools for rectification. Such type of system may preferably be placed at the Zonal level to ensure perfect scrutiny. The instant study among other findings has also brought this fact to the fore that most of the problems observed in DISE are at the implementation front and as such every possible step must be taken towards improving the implementation system of data collection process. Supervision of specially trained supervisory staff from ZEO's offices would go a long way in making things to go in the right direction. This well trained supervisory staff would also be appropriately used in the scrutiny process. The EMIS units at the District Level are charged with the functioning of educating village Education Committees/ZRP's/CRP's and school teachers associated with the DISE about the collection process, utility and subsequent use. For the purpose Workshops, Orientation Programmes are being organized at the Zonal level and every possible steps are being taken to familiarize all those who in one way or the other are associated with the collection, computerization, compilation, dissemination and use. The infrastructure and manpower available in the EMIS units of Budgam and Kathua is given hereunder separately for each district.

DISTRICT BUDGAM:

The EMIS unit at the district Headquarter Budgam in headed by the District Co-ordinator and assisted by ZRP's and CRP's at the Zonal level besides the below detailed staff at the Headquarter.

1) Assistant Programmar --- 1
2) Two Data Entry Operators --- 2
   (Headquarter)
3) Data Entry Operator --- 10
   (One for each Zone)

The data generated under DISE is being used and incorporated in the SSA Plan every year.

INFRASTRUCTURE:

1) Computer Systems ---- 2

2) Printers ---- 2
3) Photostat Machine ---- -

DISTRICT KATHUA:

The EMIS unit at the district Headquarter Kathua is also headed by the District Co-ordinator and is assisted by ZRP's and CRP's at the Zonal level besides full time Manpower is provided at the Headquarter as per details given below:-

1) Assistant Programmar --- 1
2) Data Entry Operators --- 2

INFRASTRUCTURE AVAILABLE:

The EMIS unit has the following infrastructure available for accomplishing the job entrusted to them:-

1) Computer Systems ---- 3
2) Printers ---- 3
3) Photostat Machine ---- 1
4) Hard Copy & Soft Copy of DISE ---- 2

The data under DISE is being generated in the EMIS unit and is being disseminated to all the concerned and also used and incorporated in the annual SSA Plan.

Chapter – IV

Suggestions for Improving the quality of DISE data:

The importance of data is directly linked with the purpose of collection and its use. Some times data may brook an element of error to some extent but errors are nowhere appreciable. To arrest these errors in various phases of data collection process, tabulation and analysis some basic instructions and guidelines have been framed by the experts on the basis of experience and common sense. It needs special mention that data collection plan under DISE is logically and theoretically sound enough but whatever problem seems is on the implementation & practical approach. While observing the whole process of data collection under DISE, particularly on the basis of scrutiny of DISE Formats of sample schools the following suggestions are offered to make the data collection process more effective, reliable and error free to cater to the just needs of the planners and strategists of the Education Department for balanced ultimate end results.

1) The purpose and object of the data collection should always be precise and clear not only in the minds of those who plan for these surveys and studies but must be disseminated to the respondent data collectors well before the launch of the study. The Headmasters/Principals of the schools must be given orientations on the purpose of DISE data collection. They should be informed about the need for and utility of the DISE data which would definitely motivate them to respond precisely and reliably.

2) The DISE format is an exhaustive one and on the basis of previous experience and response of schools, deletions, modifications are very much desirable to be made. Most of the information like year of establishment of schools, teachers sanctioned, teachers in position, incentives can precisely be had from the ZEO's or CEO's office with much ease and reliability. Obtaining such type of information from schools on DISE format is undesirable. Exclusion of undesirable items from the format so that it contains an irreducible minimum items would pave way for providing complete information from the respondent schools.

3) The items in the DISE format are almost all simple, direct and un-ambiguous and very well indicate the purpose of enquiry. The question/items are brief and arranged in logical order. However, part C of the format indicating appropriate codes below the rows may be misunderstood by the respondents as no directions are provided in the format itself.

4) The scrutiny of DISE formats preferably at the Zonal level must be made mandatory to ensure that the information contained in the DISE formats

is complete, recorded in prescribed manner and internally consistent. The observation of DISE formats of sample schools reveal that scrutiny system is non-existent and resultantly a good number of entries are missing which definitely is a major source of error in the reliability of data.

5) Whatever little problems have been observed in DISE are almost at the implementation front and as such every positive step must be taken towards improving the implementation system of the DISE data collection process. Supervision of specially trained supervisory staff from the ZEO's office would go a long way in ensuring that the formats are filled in correctly and the entries are neither left blank nor made ambiguous. Supervision would also pave way for timely submission of information which always is the essence of data collection, compilation and use.

Chapter - V

Summary of Main Findings

1) The minute scrutiny of DISE formats reveal that some of the schools have filled in the formats casually with little or no idea of its utility. Some of the entries have not been made which among other things have rendered the comparison of such items with the Post Enumeration Survey(PES) impossible. This situation warrants that school Heads should be given necessary action training in this regard and they should be made fully aware of the purposes of such data collection. The scrutiny of data must also be arranged at Zonal or District level and in case of ambiguities, wrong and in-consistent entries or blank spaces, the formats should be referred back to the concerned schools for rectification.

2) The overall deviation of DISE data from PES data taken all comparable items and sub-items into consideration is 4.33% and thereby giving a precision level of 95.66% for DISE data with relation to PES data.

3) The highest deviation of data is seen mostly in those items which involve some degree of interpretation by the respondents like dis-ability of children, status of school buildings , condition of boundary wall etc.

4) Some other items like number of blocks in schools, teachers sanctioned, teachers in position, condition of class rooms have been reported blank by some schools under DISE survey and resultantly such items could not be put to comparison with the information collected under PES. This situation is a matter of concern and warrants for better supervision and putting of scrutiny system in place to ensure that all the entries are made correctly, consistently and un-ambiguously.

5) The DISE format is an exhaustive one and deletions, modifications are very much desirable to be made. Some of the information like year of establishment of the school, teachers sanctioned, teachers in-position, incentive details can precisely be had from ZEO's or CEO's office with much ease and reliability. Exclusion of un-desirable items from the DISE format so that it contains an irreducible minimum items would pave way for providing complete and consistent information from the respondent schools.

6) Whatever problems have been observed in DISE are almost at the implementation front and as such every possible step must be taken towards improving the implementation system of the DISE data collection process. Supervision of specially trained supervisory staff from ZEO's office would go a long way in ensuring that the formats are filled in

correctly and the entries are neither left blank nor made ambiguous. Supervision would also pave way for timely submission of information which always is the essence of data collection, compilation & use.